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DEPARTAMENTO DE INGLÉS

**INGLÉS III**  
**GUÍA DE EXAMEN EXTRAORDINARIO**  
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## ***INTRODUCCIÓN***

La presente guía fue elaborada por los profesores de Inglés de este plantel para apoyarte en tu evaluación extraordinaria de la materia Inglés III. Este auxiliar didáctico te brinda las orientaciones y conocimientos necesarios para prepararte, estudiar y conocer los requisitos académicos que debes cubrir en tu evaluación extraordinaria, en la que reflejaras tu manejo de estrategias y habilidades en la lengua extranjera.

Las habilidades que debes conocer y desarrollar con la ayuda de esta guía son:

1. Utilizar y entender frases y vocabulario habitual, en forma oral y escrita.
2. Hacer descripciones en pasado, planes en futuro e intercambio de información tanto académica como cotidiana.
3. Comprender los puntos principales de textos auténticos breves.

Para lograr lo anterior debes tomar en cuenta que los aprendizajes correspondientes de inglés III son:

- \* Comprender frases y vocabulario habitual sobre temas de interés personal de tu entorno cotidiano.
- \* Realizar intercambios sociales breves para presentarte a ti mismo y tus actividades cotidianas.
- \* Describir de manera sencilla tu entorno, rutina y apariencia.
- \* Escribir oraciones para pedir y dar consejos; expresar obligación, prohibición y permisos.
- \* Describir de manera sencilla una variedad de temas, planes y acciones futuras.
- \* Identificar las ideas principales de textos de interés académico y general.
- \* Describir experiencias académicas y personales pasadas.
- \* Describir objetos y posesiones para establecer comparaciones.
- \* Escribir párrafos breves utilizando conectores.
- \* Elaborar un organizador gráfico a partir de un texto escrito para demostrar su comprensión.

Recuerda que los contenidos principales que sustentan los aprendizajes se agrupan en elementos comunicativos, gramaticales, de vocabulario y socio-culturales. Si dominas lo anterior podrás hablar y escribir correctamente y por lo tanto apropiarte del conocimiento necesario para acreditar tu examen. A continuación se te presenta un listado de los contenidos más importantes.

### Comunicativos:

- Presentarse, describirse, hablar de su familia.
- Expresar lo que le gusta y lo que no le gusta.
- Identificar ubicación de las cosas.
- Hablar acerca de su vida futura.
- Dar y pedir consejos, expresar obligación y prohibición.
- Entender secuencias, narrar una historia o cuentos.
- Comparar personas o cosas, responder preguntas sobre asuntos cotidianos y académicos.

### Gramaticales:

- Verbo To be en presente: preguntas, afirmaciones y negaciones.
- Presente simple: preguntas, afirmaciones y negaciones.
- Presente continuo: preguntas, afirmaciones y negaciones.
- Futuro simple, futuro idiomático
- Verbos modales: should, have to, must
- El imperativo
- Verbo To be en pasado: preguntas, afirmaciones y negaciones.
- Pasado simple: preguntas afirmaciones y negaciones.
- Adjetivos calificativos: Comparativo y superlativo.

## Vocabulario:

- Saludos
- Preposiciones
- Miembros de la familia
- Adjetivos calificativos
- Adverbios de presente simple
- Verbos que expresan agrado o desagrado: like, love, hate, enjoy
- Adverbios de tiempo futuro
- Preposiciones de lugar
- Verbos regulares e irregulares
- Apariencia física
- Adjetivos irregulares

## Socioculturales:

- Fórmula de cortesía
- Saludos y despedidas
- Nivel de formalidad y cercanía entre los hablantes
- Conocimiento del Inglés.

# **RECOMENDACIONES**

Con el propósito de que tu preparación sea la adecuada para presentar tu examen, en cada sección te incluimos una serie de libros y sitios de la red. No dejes de visitarlos y familiarizarte con su contenido.

Debes de disponer al menos de dos semanas de preparación para cada una de las unidades que se te presentan en esta guía. Cuando estudies la sección de gramática compara la información de la guía con la que encuentras en tu libro de texto, trata de relacionar los ejercicios, ejemplos. Después resuelve los ejercicios de la guía y lleva un registro de tu progreso.

Para la sección de expresión oral, busca en tu libro de texto los diálogos y trata de relacionarlos con las expresiones. Vocabulario y preguntas que aparecen en esta guía, fíjate cuales son las respuestas más adecuadas y practícalas procurando tener buena entonación y ritmo para que estés listo el día de tu examen.

En el apartado de comprensión auditiva, recuerda que tu libro de texto contiene un CD que te ayudará a practicar tu vocabulario así como diálogos similares a los que se te pedirá que desarrolles en el examen. No olvides visitar los sitios de internet que se te recomiendan en esta guía.

Expresión escrita, debes practicar por tu cuenta la redacción de párrafos cortos como los que se presentan en la guía o en las referencias que se te sugieren.

Comprensión de lectura, es importante que busques información en Inglés, similares a los de la guía, que te permitan desarrollar esta habilidad y mejorar tu comprensión. Resuelve los ejercicios y mide tu progreso.

Además de la información ya mencionada, en esta guía encontrarás un examen modelo con el formato del examen extraordinario. El tiempo programado para contestarlo es de 1:40 minutos, con un tiempo de 3 minutos para la parte de expresión oral.

En esta guía, se incluye un apartado con las respuestas tanto de los ejercicios de cada sección, como del examen modelo.

Tu puntualidad es importante el día del examen, no olvides llevar tu credencial de estudiante. La aplicación del examen se dividirá en tres partes:

- ▲ Prueba escrita. Tiempo aproximado 1:30 minutos.
- ▲ Prueba de comprensión auditiva. Se realizará a la totalidad del grupo, la cual consiste de una grabación que se repetirá al menos en dos ocasiones con sus correspondientes preguntas que se contestarán en inglés. El tiempo aproximado para esta actividad es de 5 minutos. El profesor decide en qué momento del examen se lleva a cabo este ejercicio.
- ▲ Prueba de expresión oral. Se aplicará de manera individual con tiempo aproximada de 3 minutos.

### ***FORMATO DE EXAMEN***

Debes tomar en cuenta que tu examen extraordinario se divide en cinco secciones, y que a cada una se le asignará el siguiente valor numérico:

1. Expresión Oral	25%
2. Comprensión Auditiva	20%
3. Gramática	20%
4. Comprensión de Lectura	20%
5. Expresión Escrita	15%



# **UNIDAD I**

**PROPÓSITO:** Al estudiar esta unidad aplicarás aprendizajes de cursos anteriores para comprender / producir textos sencillos orales y escritos en lengua inglesa.

**ASPECTOS GRAMATICALES:      PRESENTE SIMPLE**

En esta unidad practicarás el presente simple con algunos ejercicios que se incluyen; y la actividad de expresión oral que podría ser similar a la que tendrías en el examen.

## **EXPRESION ORAL**

Al desarrollar esta habilidad tienes que demostrar que eres capaz de responder a preguntas referentes a intercambios sociales, hablar de la familia, presentarse a si mismo, expresar lo que te gusta o disgusta, establecer un dialogo o una entrevista con temas que giran en tu entorno, rutina y apariencia.

## **LIBRO:**

Marks, Jonathan. *English Pronunciation in Use. Elementary*. Cambridge University Press. New York, 2008.

Stempleski, Susan. *World Link, Developing English Fluency*. Thomson. USA. 2005.

Lynn, Sarh. *A Conversation Book. English in everyday life*. Pearson Longman. USA 2007.

## **SITIOS:**

[www.English-hilfen.de/en/exercises.list/alle-grammar.htm](http://www.English-hilfen.de/en/exercises.list/alle-grammar.htm)

[www.ego4u.com](http://www.ego4u.com)

## **PRESENTE SIMPLE**

Este tiempo es usado para referirse a acciones repetidas o rutinas diarias, usualmente va acompañado de expresiones tales como: Every day, every week, every Monday, etc.

Se forma con el sujeto más el verbo principal y a éste, usualmente se la añade una "S", cuando el sujeto es la tercera persona del singular (he, she, it) en enunciados afirmativos.

En las formas interrogativa y negativa se usan los auxiliares do/don't para los pronombres I, you, we, they , y does/doesn't con he, she, it o sus equivalentes.

Cuando el verbo principal aparece acompañado de "does" o "doesn't" no se le agrega la "s".

AFIRMATIVO	NEGATIVO		INTERROGATIVO
	Long form	short form	
I work	I do not work	I don't work	Do I work?
You work	You do not work	You don't work	Do you work?
He works	He does not work	He doesn't work	Does he work?
She works	She does not work	She doesn't work	Does she work?
It works	It does not work	It doesn't work	Does it work?
We work	We do not work	We don't work	Do we work?
You work	You do not work	You don't work	Do you work?
They work	They do not work	They don't work	Do they work?

### **REGLAS DE CONJUGACIÓN:**

- A la mayoría de los verbos se le agrega -S con las terceras personas del singular.
- Los verbos que terminan en -ss, -sh, -ch, -x -o se le agrega -es.

- miss - misses      finish - finishes      go - goes
- Los verbos que terminan en consonante más -y, se sustituye la -y por -i y se le agrega -es.
  - study - studies      cry - cries
- Los verbos que terminan en vocal más -y, se le agrega -s
  - play - plays

**E. 1**

Write the third person singular of the following verbs in the correct column.

dance, brush, open, try, fix, buy, put, kiss, like, dry, go, catch, wash sit fly, copy, teach, play, pass, begin, say

<b>-s</b>	<b>- es</b>	<b>- ies</b>
dances	brushes	tries

**E. 2**

Complete the sentences with the simple present tense of the verbs in parenthesis.

- 1.- I ..... *play* ..... (*play*) football with my friends on Sundays.
- 2.- Tina ..... (*walk*) to school every night.
- 3.- We ..... (*go*) to bed at 10 o'clock every night.
- 4.- Penguins ..... (*live*) in the Antarctic.
- 5.- Tony ..... (*study*) maths at university.

### E. 3

Change the following affirmative statements into questions.

1.- Your brother drives fast.

\_\_\_\_\_

2.- Tom plays the guitar every day.

\_\_\_\_\_

3.- Anna and Mary do shopping on Mondays.

\_\_\_\_\_

4.- Fiona likes video games.

\_\_\_\_\_

5.- The children watch TV in the afternoon.

\_\_\_\_\_

### E. 4

Complete the following paragraph by expressing the verbs in parentheses into the present simple tense.

This restaurant is called "Vienna". Ten people 1) work (*work*) here. Julia Thomas is the owner. She 2) \_\_\_\_\_ (*go*) to the restaurant at four o'clock in the afternoon. The waiters 3) \_\_\_\_\_ (*arrive*) at half past four. They 4) \_\_\_\_\_ (*set*) the tables and 5) \_\_\_\_\_ (*tidy*) the kitchen. The chef, Pierre Rousseau 6) \_\_\_\_\_ (*come*) at five o'clock. He 7) \_\_\_\_\_ (*prepare*) the food for the evening. The restaurant 8) \_\_\_\_\_ (*open*) at six o'clock. Many people 9) \_\_\_\_\_ (*eat*) here because the food is very good. The restaurant 10) \_\_\_\_\_ (*close*) at one o'clock in the morning, and at half past one. Julia, the chef and the waiters 11) \_\_\_\_\_ (*go*) home.

## E. 5

Write questions and negative sentences as in the example.

1.- Simon likes tea.

..... Does Simon like tea?.....

..... Simon doesn't like tea ....

2.- We play basketball on Saturdays.

.....

.....

3.- Bill drives to work every day.

.....

.....

4.- Our dog likes biscuits.

.....

.....

5.- They live in France.

.....

.....

### ***EXPRESIONES DE TIEMPO UTILIZADAS EN PRESENTE SIMPLE***

Every day / week / month / year/ usually/ always/ often/ seldom/ never/ rarely/ sometimes / every morning / afternoon / evening / night/ in the morning / afternoon / evening / at night/ on Mondays / Tuesdays, etc.
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## ***EXPRESION ORAL (SPEAKING).***

Read the following questions and answer them as if you were in an interview with a teacher.

1.- Can you say your full name?

2.- When is your birthday?

3.- Do you live in a house or an apartment? Can you describe it?

4.- Do you live with your family? What does your father (mother) do?

5.- Do you have brother or sisters? What do they do?

6.- Are you taking English classes? When? Where? How often?

7.- Who's your English teacher? What does she/he look like?

8.- How do you get to school every day?

9.- What do you do on weekends?

10.- What kind of clothes do you like to wear?

## **UNIDAD II**

**PROPÓSITO:** Durante el desarrollo de esta unidad podrás describir y entender planes y acuerdos en textos orales y escritos.

**ASPECTOS GRAMATICALES: FUTURO SIMPLE, FUTURO IDIOMÁTICO.**

En esta unidad se presenta el desarrollo del futuro simple que incluye algunos ejercicios; y la actividad de comprensión auditiva que es semejante a la que tendrías en el examen. Además vas a trabajar con ciertos aspectos gramaticales que te serán útiles para hablar de planes y situaciones en futuro, dar consejos o hablar de obligaciones, indicar imperativos así cómo decir dónde está algo o alguien. A continuación se te presenta la explicación de cada uno de ellos, ejemplos y ejercicios para que practiques.

**FUTURO SIMPLE: WILL**

**EL FUTURO SIMPLE LO USAMOS EN LOS SIGUIENTES CASOS:**

- A)** Acciones en el futuro las cuales no están definidas ( **We will travel around the world one day**).
- B)** Predicciones acerca del futuro (**You will be a great computer operator one day**)
- C)** Amenazas o advertencias ( **Be quiet or I'll send you out**)
- D)** Promesas (**I'll buy you this ring**).

El futuro simple en afirmativo se forma con **will** y la **forma base del verbo**.

**EJEMPLO:** He **will visit** his friends. They **will go** to the cinema.

El futuro simple en frase interrogativa se forma colocando **will** antes del **pronombre personal**.

**EJEMPLO:** **Will** he **visit** his friends? **Will** they **go** to the cinema? Yes, they will.

El futuro simple en frase negativa se forma colocando **not** después de **will**.

**EJEMPLO:** He **will not visit** his friends. / He **won't visit** his friends.

They **will not go** to the cinema. / They **won't go** to the cinema.

PERSON	AFFIRMATIVE/ Contraction	NEGATIVE	INTERROGATIVE	SHORT ANSWER
I, You, He, She, It We, They	You will eat You'll eat	She will not eat He won't eat	Will they eat?	Yes, They will No, They won't

**EJEMPLO:** **A:** What **will** you **buy** Sandra for her birthday?

**B:** I think **I'll buy** her a bottle of perfume. What about you?

**A:** Perhaps **I'll buy** her a pair of earrings. **Will** you **help** me choose them?

**B:** **Yes, I will.**

## E. 1

Complete the sentences with will ('ll) or will not (won't).

1. You are late. You..... get there in time.
2. Perhaps Tom.....start looking for a better job.
3. I.....be able to help you tomorrow because I'm busy.
4. We haven't got any milk. I.....buy some.
5. Put on your coat or you ..... get cold.



**E. 2**

Write the correspondent questions and give answer for each statement.

1. They will be back soon. *Will they be back soon? They won't be back soon.*
2. Tom will go to Africa next year.....
3. She will visit us next Tuesday.....
4. I will see your sister tomorrow.....
5. They will run in the marathon next summer.....

**E. 3**

Answer the following questions using short forms as in the given examples.

1. Will they go camping next week? Yes, *they will*
2. Will Tom buy a car next year? No, *he won't.*
3. Will Fiona go to a concert tonight? No,.....
4. Will the children decorate the cake? Yes,.....
5. Will your mother be back in an hour? No, .....
6. Will Peter call Kate tonight? Yes,.....

## **FUTURO IDIOMÁTICO TO BE + GOING TO**

El futuro idiomático en frase **afirmativa** se forma con el verbo **to be (am, is, are) + going to + la forma base del verbo** : **He is going to go** out this evening. La frase **interrogativa** se forma colocando el verbo **to be** antes del **pronombre personal**.: **Is he going to go** out this evening?. La frase negativa se forma colocando **not** después del verbo **to be**. **He is not /isn't going to eat** out this evening.

<b>AFFIRMATIVE</b>	<b>NEGATIVE</b>	<b>INTERROGATIVE</b>	<b>SHORT ANSWER</b>
I am going to leave. I'm going to leave	I am not going to leave I'm not going to leave	Am I going to leave?	Yes, I am No, I am not.

### **USAMOS FUTURO IDIOMATICO EN LOS SIGUIENTES CASOS:**

- Planes para un futuro cercano: **She is going to play football this afternoon**
- Cuando tenemos evidencia de que algo va a suceder en un futuro cercano: **It is going to rain. There are dark clouds in the sky.**

#### E. 4

Read the following sentences. Then, express what these people are *going to do* using the appropriate expression in the box.

*study all day, post it, sleep, have a party, go to the hairdresser's, take a taxi*

Example: Kim and Paul are tired.....*They're going to sleep*

1. Richard is writing a letter. ....
2. Kate missed the bus. ....
3. Mrs. Hunter's hair is untidy. ....
4. It's Jane's birthday. ....
1. Bob has an exam tomorrow. ....

#### E. 5

Complete the conversation with *will* or *be going to* and one of the verbs from the list.

*Visit, answer, be, write, study, finish*

**Example A:** The phone is ringing. **B:** *Okay. I'll answer it.*

1. **A:** When are you finishing your homework? **B:** I.....it after I have a bath.
2. **A:** Do you like singing? **B:** Yes, I do. I.....a singer.
3. **A:** Do you want to go out for dinner tonight? **B:** I can't. I.....for my exam.
4. **A:** Please write to us. **B:** I promise we .....regularly.
5. **A:** Have you made plans for Christmas? **B:** Yes, I .....my parents in Brighton.

### **EXPRESIONES DE TIEMPO UTILIZADAS EN FUTURO:**

Tomorrow, the day after tomorrow, next week/month/year, tonight, soon, in a week/month/year, on Sunday/Monday/Tuesday/Wednesday/Thursday/Friday/Saturday, Next spring/summer/fall/winter, next Sunday/Monday/etc.

### **COMPRENSIÓN AUDITIVA**

Al desarrollar esta habilidad tienes que demostrar que eres capaz de comprender un documento oral (audio o video) que exprese situaciones acerca de hacer planes y acciones futuras. Hablar acerca de su vida futura. Discutir sobre planes futuros.

### **SITIOS:**

<http://www.saberingles.ar/listening/index.html>

<http://www.esl-lab.com/short.html>

BBC Radio: <http://www.bbc.co.uk/radio>

Listening Lab: <http://enghlistening.com/startlisteningnow.do>

**Note.** The following exercise is based upon the track 50 Unit 4a taken from the textbook "LET'S SPEED UP 3". You can find it at the English Resource Center (Mediateca).

**A. Listen to a dialogue. Then, read the titles below and choose the one that would best fit the story.**

1. Fun Times at the Beach.
2. A Weekend Gone Wrong.
3. Seafood Heaven!

**B. Listen to the dialogue again. Read the sentences and complete the missing word.**

1. Amanda and her sister were too \_\_\_\_\_ to enjoy their trip.
2. When they got to their hotel they wanted to \_\_\_\_\_ .
3. The town is full of restaurants and \_\_\_\_\_ .
4. The girls went swimming in the indoor pool because it was \_\_\_\_\_ outside.
5. The girl thinks she is as \_\_\_\_\_ as a ghost.

## **UNIDAD III**

**PROPÓSITO:** Al finalizar esta unidad podrás comprender y producir textos orales y escritos en pasado para satisfacer propósitos académicos y personales.

### **ASPECTOS GRAMATICALES: PASADO SIMPLE**

En esta unidad se te presenta el desarrollo del pasado simple que incluye algunos ejercicios y la actividad de expresión escrita que podría ser similar a la que se tendría en el examen.

### **EXPRESIÓN ESCRITA**

La práctica de esta habilidad te será de gran utilidad para escribir párrafos cortos que expresen situaciones pasadas, describir unas vacaciones, narrar una historia o un cuento. El uso de conectores como “and”, “but”, “because” y “then”, el uso de preposiciones y el manejo de verbos irregulares y regulares son elementos que necesitarás para lograr el objetivo. Te recomendamos consultar:

### **LIBROS:**

Polycarpou, Susan. *Write Ideas, A Beginning writing text*. Thomson Heinle. USA, 1994.

Kennedy, Kelly. *The Write Path, Basics of paragraph writing*. Thomson Heinle. USA, 2001.

### **SITIOS:**

Purdue University: <http://owl.english.purdue.edu/owl>

Chicago Style Manual: [http://chicagomanualofstyle.org/tools\\_citationguide.html](http://chicagomanualofstyle.org/tools_citationguide.html)

## **PASADO SIMPLE**

El pasado simple se usa:

- Para acciones que pasaron en un tiempo definido, teniendo conocimiento de ellos.
  - They got married 15 years ago.
- Para acciones repetidas que acontecieron y que ya no continúan
  - My father often look me to the playground when I was little.
- Para acciones que acontecieron una tras otra.
  - First, they had lunch. Then, they met some friends.

El pasado simple de los verbos regulares se forma al añadir el sufijo “ed” al verbo principal, **EJEMPLO:** He played football yesterday.

La forma interrogativa se hace con el auxiliar Did, el pronombre del sujeto y el verbo principal sin el sufijo “ed”.

**EJEMPLO:** Did he play football yesterday?

La negación se forma con Did not / didn't + verbo principal sin el sufijo “ed”

**EJEMPLO:** He didn't play football yesterday.

AFIRMATIVO	NEGATIVO		INTERROGATIVO
	Long form	short form	
I worked	I did not work	I didn't work	Did I work?
You worked	You did not work	You didn't work	Did you work?
He worked	He did not work	He didn't work	Did he work?
She worked	She did not work	She didn't work	Did she work?
it worked	It did not work	It didn't work	Did it work?
We worked	We did not work	We didn't work	Did we work?
You worked	You did not work	You didn't work	Did you work?
They worked	They did not work	They didn't work	Did they work?

El pasado simple de los verbos irregulares no se forma con la terminación "ed" y se sugiere que los aprendas de memoria con ayuda de una lista que generalmente viene en los libros y diccionarios de inglés.

La forma interrogativa se hace con el auxiliar "did" y el verbo en forma simple (sin "ed") mientras que la negación se forma con el pronombre del sujeto + did't + el verbo en forma simple (sin "ed").



AFIRMATIVO	NEGATIVO		INTERROGATIVO
	Long form	short form	
I went	I did not go	I didn't go	Did I go?
You went	You did not go	You didn't go	Did you go?
He went	He did not go	He didn't go	Did he go?
She went	She did not go	She didn't go	Did she go?

**REGLAS DE CONJUGACIÓN:**

- Los verbos que terminan en: -e, se le agrega sólo la -d.
  - like - liked
- Los verbos que terminan en una consonante más y, se le cambia la y por i y se le agrega -ed.
  - study - studies
- Los verbos que terminan en L, se duplica la L y se le agrega -ed.
  - travel - travelled
- Los verbos que terminan en vocal que se encuentra entre dos consonantes, se duplica la ultima consonante y se la agrega -ed.
  - stop - stopped

**NOTA:** En algunos casos esta regla no aplica cuando el verbo termina en sonido /t/ o /d/ por ejemplo:

visit - visited

## E. 1

Write the past simple of the verbs. Please look up the meaning of the verbs in a dictionary.

- |     |        |            |       |      |        |       |       |
|-----|--------|------------|-------|------|--------|-------|-------|
| 1.- | run    | <u>ran</u> | _____ | 11.- | go     | _____ | _____ |
| 2.- | make   | _____      | _____ | 12.- | know   | _____ | _____ |
| 3.- | work   | _____      | _____ | 13.- | enjoy  | _____ | _____ |
| 4.- | see    | _____      | _____ | 14.- | leave  | _____ | _____ |
| 5.- | dance  | _____      | _____ | 15.- | change | _____ | _____ |
| 6.- | live   | _____      | _____ | 16.- | give   | _____ | _____ |
| 7.- | write  | _____      | _____ | 17.- | take   | _____ | _____ |
| 8.- | bring  | _____      | _____ | 18.- | drink  | _____ | _____ |
| 9.- | prefer | _____      | _____ | 19.- | break  | _____ | _____ |
| 10. | try    | _____      | _____ | 20.- | stay   | _____ | _____ |

## E. 2

Complete the short story by changing the verbs in parenthesis into the simple past tense.

Last Sunday the Carter family **1)** ... went... (go) camping in the countryside. They **2)**..... (find) a nice place by a river. Mr. Carter **3)** ..... (put up) the tent. After that they **4)** ..... (eat) some sandwiches and cakes. Then, Mr. Carter **5)**..... (Show) Sam and Pamela how to fish. Mrs. Carter **6)**..... (Pick) some flowers, and their dog Champ **7)** ..... (swim) in the river. They all **8)** ..... (have) a very good time.

## EXPRESION ESCRITA (WRITING)

El siguiente ejercicio te servirá para practicar tu expresión escrita en inglés.

Read about Jack's best and worst vacations. Then write a similar paragraph about your best (or worst) vacations.

*The best vacation I ever had was two years ago. I went to China. I flew to Shanghai and then I took the train to Hong Kong. I stopped in lots of different places, including Guangzhou and a really interesting place called Guilin. The scenery near Guilin is really amazing. There are some very unusual mountains along the Li River. I saw some interesting places and I met some really wonderful people.*

*The worst vacation I ever had was three years ago. I went to San Francisco. I had some really bad luck. I missed my plane, and then when I caught the next plane, they lost my luggage. I stayed in a really nice place, but somehow I got sick and had to come home a week early. San Francisco is a really great place, but I didn't have a good time. I'm going back again next year!*

Guilin

San Francisco

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## **UNIDAD IV**

PROPÓSITO: Los contenidos de esta unidad te apoyarán para que puedas narrar experiencias personales, culturales y realizar tareas académicas a partir de la lectura detallada.

### **ASPECTOS GRAMATICALES**

Adjetivos, en esta unidad se te presenta el desarrollo de la forma comparativa y superlativa de los adjetivos. Además, se incluyen algunos ejemplos y la actividad de comprensión de lectura que podría ser similar a la que tendrías en el examen. También verás como los adjetivos pueden ser transformados en comparativos o superlativos y comprenderás, por medio de ejemplos y ejercicios, como identificarlos y usarlos correctamente.

### **COMPARATIVOS:**

Utilizamos la **forma comparativa + than** para comparar dos personas o cosas: Tom is **taller than** Richard. Russia is **larger than** Australia.

- Los adjetivos de una o dos sílabas forman el comparativo agregando la terminación **-er**: fast -faster.
- Los adjetivos de más de dos sílabas forman el comparativo poniendo **more** antes del adjetivo: beautiful - **more** beautiful.
- Los adjetivos de una sola sílaba que terminan en **-e** sólo se les agrega **-r** para convertirlos en comparativos: large - larger.
- Los adjetivos de dos sílabas que terminan en **-y** cambian la **-y** por **-i** y luego agregan **-er**:  
Happy – happier.
- los adjetivos que terminan con una vocal entre dos consonantes, se duplica la última consonante y se agrega **-er**: big – bigger.

**IRREGULAR ADJECTIVES**

<b>POSITIVE</b>	<b>COMPARATIVE</b>	<b>SUPERLATIVE</b>
Good / well	Better	Best
Bad/ badly	Worse	Worst
Much/ many/ a lot of	More	Most
Little	Less	Least
Far	Further/ farther	Furthest/ farthest

**E.1**

Classify the following adjectives according to their number of syllables to form comparatives.

<b>One syllable .....er than</b>	<b>ADJECTIVES</b>	<b>Two syllables or more more.....than</b>
	<b>short</b> <b>amazing</b> <b>violent</b> <b>big</b> <b>temperate</b> <b>fat</b> <b>fantastic</b> <b>uneconomical</b> <b>thin</b> <b>weak</b>	

## E. 2

Write the appropriate comparative form of the adjectives in parentheses to make sentences.

1. My motorbike goes faster than (fast) yours.
2. I work \_\_\_\_\_ (hard) Paul.
3. Today it is \_\_\_\_\_ (cold) yesterday.
4. I'm \_\_\_\_\_ (old) you.
5. English is \_\_\_\_\_ (little) difficult \_\_\_\_\_ Japanese.
6. The last bus was \_\_\_\_\_ (crowded) the first bus.
7. I need a \_\_\_\_\_ (big) bag \_\_\_\_\_ this.
8. Travelling by train is \_\_\_\_\_ (expensive) travelling by bus.
9. A coat costs \_\_\_\_\_ (much) a jacket.
10. Vegetables are \_\_\_\_\_ (good) for your health than potato chips.

### **SUPERLATIVOS:**

Usamos el artículo **the + forma superlativa + of/in** para hacer una comparación entre tres o más cosas o personas: Chris is **the tallest of all.**, Russia is **the largest country in the world.** **NOT:** of the world.

- Los adjetivos de una o dos sílabas forman el superlativo añadiendo **–est** al final del adjetivo. Fast – **fastest.**
- Los adjetivos con más de dos sílabas forman el superlativo poniendo **most** antes del adjetivo. Beautiful – **most beautiful.**
- Los adjetivos de una sola sílaba que terminan en **–e**, sólo se les agrega **–st** para convertirlos en adjetivos superlativos: Large – **largest.**
- Los adjetivos de dos sílabas que terminan en **–y** cambian la **–y** por **–i** y agregan **–est**: Happy - **happiest.**
- Los adjetivos que terminan en una vocal en medio de dos consonantes, se le duplica la última consonante y se le agrega **–est**: big – **biggest.**

### **E. 3**

Write the comparative and superlative form of the following adjectives.

	<b>Comparative</b>	<b>Spanish</b>	<b>Superlative</b>	<b>Spanish</b>
1. small	_____	_____	_____	_____
2. big	_____	_____	_____	_____
3. weak	_____	_____	_____	_____
4. dangerous	_____	_____	_____	_____
5. slow	_____	_____	_____	_____
6. pretty	_____	_____	_____	_____
7. safe	_____	_____	_____	_____
8. wonderful	_____	_____	_____	_____
9. fat	_____	_____	_____	_____
10. sad	_____	_____	_____	_____

#### E. 4

Complete the sentence with the superlative form.

1. Sarah is the youngest person in my family. (Young)
2. That is \_\_\_\_\_ dress I have ever seen. (horrible)
3. Roses are the flowers which have \_\_\_\_\_ smell. (nice)
4. January is \_\_\_\_\_ month of the year. (cold)
5. That was \_\_\_\_\_ joke I've ever heard. (funny)
6. She is \_\_\_\_\_ woman I've ever met. (beautiful)
7. Mrs. Green is \_\_\_\_\_ person I know. (interesting)
8. This is \_\_\_\_\_ song I've ever heard. (bad)

#### E. 5

Choose the correct answer.

1. He is C man in the world.  
A tall B taller C the tallest
2. I am \_\_\_\_\_ than my sister.  
A old B older C the oldest
3. This picture is \_\_\_\_\_ of all.  
A good B better C the best



4. My car was \_\_\_\_\_ than yours.  
A expensive    B more expensive    C the most expensive
5. This is \_\_\_\_\_ film I've ever seen.  
A boring    B more boring    C the most boring
6. Trains are \_\_\_\_\_ than bicycles.  
A fast    B faster    C the fastest
7. Elephants live \_\_\_\_\_ than dogs.  
A long    B longer    C the longest
8. Yesterday was \_\_\_\_\_ day of the year.  
A hot    B hotter    C the hottest
9. It's \_\_\_\_\_ restaurant in the town.  
A cheap    B cheaper    C the cheapest
10. This jacket is too small. I need a \_\_\_\_\_ size.  
A large    B larger    C the largest

## **COMPRESIÓN DE LECTURA**

Con la ayuda de esta habilidad, serás capaz de comprender textos donde se realicen descripciones de objetos y posesiones para establecer comparaciones. Elaborar un organizador gráfico, a partir de un texto escrito, para demostrar tu comprensión.

Se te recomienda consultes las siguientes fuentes electrónicas:

### **LIBROS:**

Craven, Miles. *Developing Reading Keys*. Mac Millan. USA, 2003.

Sharma, Pete. *Reading the news*. Thomson. USA, 2007.

Pastermark, Mindy. *Well Read*. Oxford University Press. New York, 2008.

### **SITIOS:**

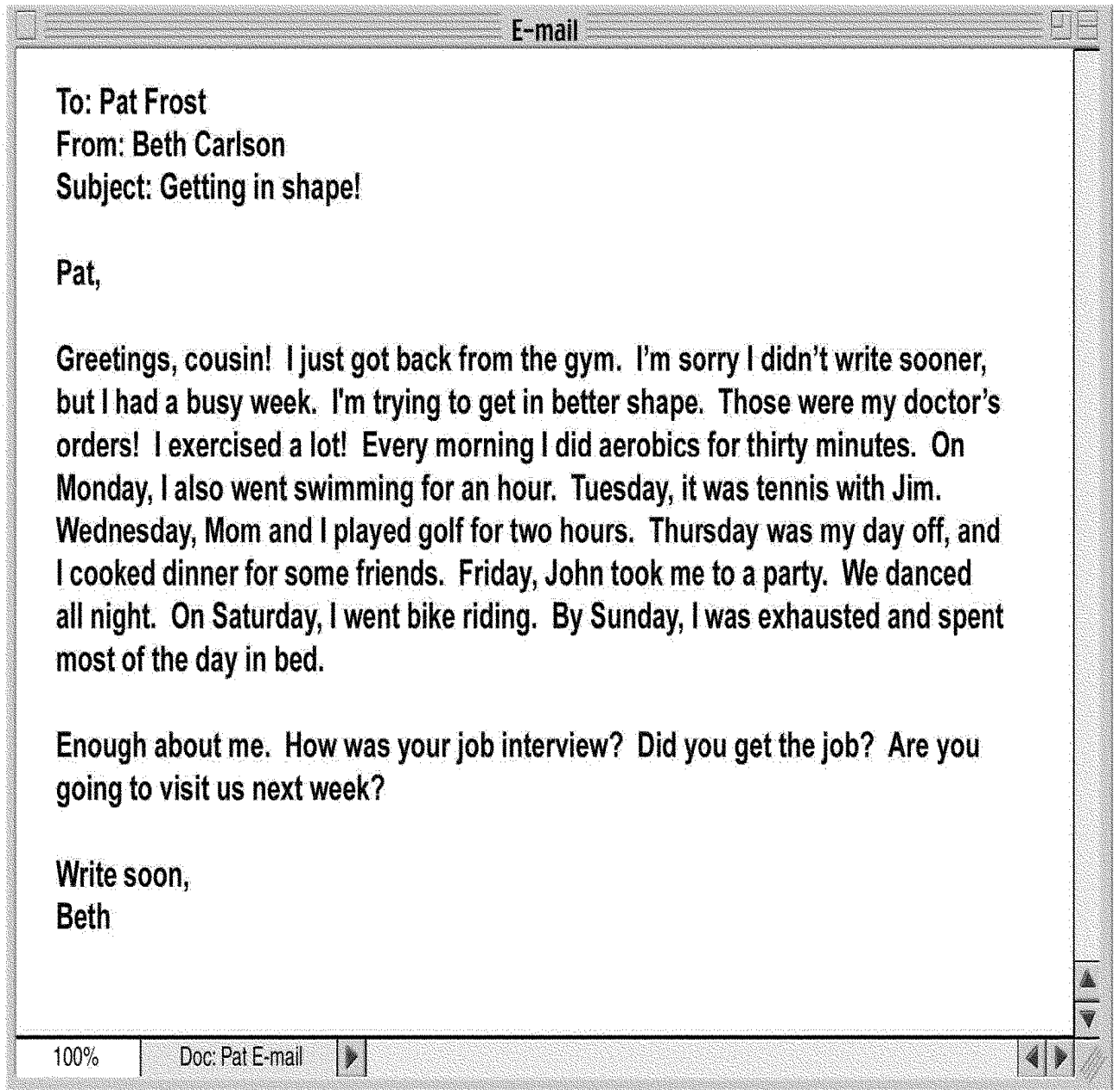
CNN: <http://www.cnn.com>

USA Today: <http://www.usatoday.com>

BBC: <http://news.bbc.co.uk>

**READING COMPREHENSION:**

El siguiente ejercicio te servirá para practicar tu comprensión de lectura en inglés.



**A. Read the e-mail. Then answer each question. Circle the letter of the correct answer.**

**Example:**

Who is Beth writing to?

- a. her mother
- b. her friend
- Ⓒ. her cousin

(1) What is Beth trying to do?

- a. learn to swim
- b. see her doctor
- c. get in shape

(2) What did Beth do every day?

- a. aerobics
- b. swim
- c. dance

(3) Who did Beth play tennis with?

- a. her mother
- b. John
- c. Jim

(4) What did Beth ask about?

- a. Pat's mother
- b. Pat's job interview
- c. Pat's friend Jim

**B. Read the e-mail again. Then answer each question. Write complete sentences.**

**Example:**

What is Beth doing to get in shape?

She is exercising a lot.

(5) Why didn't Beth write sooner?

\_\_\_\_\_.

(6) When did Beth play golf?

\_\_\_\_\_.

(7) Who did Beth play golf with?

\_\_\_\_\_.

(8) Who did Beth go to a party with?

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(9) What did Beth do on Tuesday?

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(10) Did Beth have to work on Thursday?

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(11) How often did Beth do aerobics?

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(12) Where did Beth and John go on Friday?

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(13) What happened on Sunday?

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# EXAMEN MODELO

UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO

COLEGIO DE CIENCIAS Y HUMANIDADES

PLANTEL AZCAPOTZALCO

EXAMEN EXTRAORDINARIO INGLÉS III

Periodo:  
Turno: Vespertino

Alumno: \_\_\_\_\_  
                    Apellido paterno                      Apellido materno                      Nombre (s)

Nº de Cuenta: \_\_\_\_\_                      Aciertos: \_\_\_\_\_                      Calif: \_\_\_\_\_

## I. LISTENING

These tracks (35,36 Unit 6e ) were taken from the book “ LET´S SPEED UP 4”. You can find it at the English Center (Mediateca).

**A. Listen to a woman calling a hotline and answer the question below. Choose a, b, c.**

What is the woman´s main problem?

- a. She doesn´t give her son enough allowance.
- B, She didn´t get paid yet
- c. She doesn´t want her son to get a job.

**B. Listen again and write T for True or F for False.**

- 1. The woman wants a new job.                      T F
- 2. Her son needs the money to buy something.                      T F
- 3. The son has a new job.                      T F
- 4. The woman will give her son some work.                      T F
- 5. The son will get the computer.                      T F

## II. READING COMPREHENSION

Ellen Martin is having a party at her house next week. She is inviting several family members and some friends from the office. Ellen works as a computer programmer at a large company. There are twenty people invited. For dinner, the menu is shrimp in orange sauce, coconut rice, and a fresh fruit salad. Ellen doesn't really like to cook, but her husband, Ron, does. In fact, Ron is a chef at a major hotel, so the meals at Ellen and Ron's house are always amazing because he cooks. Everyone wants to come to their parties. Ellen wants to introduce her sister Amy to Alan Waters, a colleague. Amy works as a pilot for an international airline, and she loves to travel and listen to Latin and rock music. Amy is single. Alan is single, too. Alan also loves to travel, and he is a fan of Latin music.

A. Read the paragraph. Then read the statements and check  true, false, or no information.

	true	false	no info
<b>Example:</b> Ellen works for a small company.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(1) Ellen Martin's party is on Saturday.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) Ellen is inviting twenty people to her party.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) The menu includes seafood, fruit, and a rice dish.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) Ellen has a brother.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) Ellen's sister works for an airline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) Alan doesn't like Latin music.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7) Alan and Amy are colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Read the paragraph again. Then answer each question. Write complete sentences.



**Example:**

What does Ellen do?

She's a computer programmer.

(8) When is the party?

\_\_\_\_\_.

(9) Who is Ellen inviting to her party?

\_\_\_\_\_.

(10) Who is cooking for the party?

\_\_\_\_\_.

(11) What does Ron do?

\_\_\_\_\_.

(12) What is Amy's occupation?

\_\_\_\_\_.

(13) Is Ellen married?

\_\_\_\_\_.

(14) Is Ellen's sister married?

\_\_\_\_\_.

(15) Where is the party?

\_\_\_\_\_.

(16) Does Ellen like to cook?

\_\_\_\_\_.

(17) Does Alan like Latin music?

\_\_\_\_\_.

### III. GRAMMAR

#### Exercise 1

Underline the correct option to make the questions.

- a. Did/Was/Were you watch TV last night?      e. What time/Were/What did they arrive home?  
b. Did/Was/Were they at home?                      f. What time/Were/What did she buy?  
c. Did/Was/Were she go with you?                  g. What time/Were/What was he yesterday morning?  
d. Did/Was/Were he there?                              h. What time/Were/What did you wear to the party?

#### Exercise 2

Complete the conversation with the words and phrases from the box.

watched	did	what about you?	got up late	didn't	forgot	studied	went
---------	-----	-----------------	-------------	--------	--------	---------	------

Ralph: What 1 \_\_\_\_\_ you do on the weekend?

Seth: I 2 \_\_\_\_\_ Saturday morning and then went to my friend's house and  
3 \_\_\_\_\_ Star Wars movies. That was about it.  
I 4 \_\_\_\_\_ do anything special on Sunday. What about you?

Ralph: Oh I 5 \_\_\_\_\_ shopping for clothes on Saturday and saw my friends at  
the mal. Then on Sunday I 6 \_\_\_\_\_ for the math test.

Seth: What math test?

Ralph: The one we have tomorrow.

Seth: What? I completely 7 \_\_\_\_\_ about that. Can you help me?

### Exercise 3

Put the words in the correct order to make sentences

1. have/you/most/eyes/beautiful/the/.

---

2. the/has/China/population/biggest/.

---

3. more/pigs/than/are/intelligent/horses/.

---

4. is/than/Brazil/Mexico/larger/.

---

### Exercise 4

Fill in the gaps with will or be going to and one of the verbs from the list.

visit	be	write	finish	study	answer
-------	----	-------	--------	-------	--------

1. Do you like singing?

Yes, I do. I \_\_\_\_\_ a singer in ten years.

2. Do you want to go out for dinner tonight?

I can't. I \_\_\_\_\_ for my exams.

3. The phone is ringing.

Okay I' \_\_\_\_\_

4. Please write to us.

I promise we'll \_\_\_\_\_ regularly.

**IV. WRITING**

Write a paragraph about your next trip. Use the questions as a guide.

- Where are you going to go?
- What kind of transportation are you going to take?
- When do you leave?
- Who are you traveling with?
- What are you going to do when you are there?
- When do you get back?

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**V. SPEAKING**

Choose one of the following topics and prepare a short presentation. Time 1.5 minutes.

Making plans for:

- ▲ eating in a restaurant with your partner
- ▲ attending a sport event
- ▲ going shopping to a mall
- ▲ your professional life after school
- ▲ going to a concert or musical show

# CLAVE DE RESPUESTAS

## UNIDAD 1.

### Presente Simple

#### E. 1

-s	-es	-ies
dances	brushes	tries
buys	goes	flies
likes	catches	
sits	washes	
plays	passes	
opens	kisses	
begins	fixes	
says		

#### E. 2

1. play
2. walks
3. go
4. live
5. studies
6. visit

#### E. 3

1. Does your brother drive fast too?
2. Does Tom play the guitar every day?
3. Do Anna and Mary do shopping on Monday?
4. Does Fiona like video games?
5. Do the children watch tv in the afternoon?

#### E. 4

6. comes

- |           |             |
|-----------|-------------|
| 1. work   | 7. prepares |
| 2. goes   | 8. opens    |
| 3. arrive | 9. eat      |
| 4. set    | 10. closes  |
| 5. tidy   | 11. go      |

## E.5

1. Does Simon like tea?  
Simon doesn't like tea.
2. Do we play basketball on Saturday?  
We don't play basketball on Saturdays.
3. Does Bill drive to work every day?  
Bill doesn't drive to work every day.
4. Does our dog like biscuits?  
It doesn't like biscuits.
5. Do they live in France?  
They don't live in France.
6. Does Samantha work in a supermarket?  
Samantha doesn't work in a supermarket.

## EXPRESSION ORAL ( SPEAKING )

Student's own answers.

## UNIDAD 2.

### Futuro simple / Futuro idiomático

#### E. 1

- |          |          |
|----------|----------|
| 1. will  | 4. won't |
| 2. won't | 5. will  |
| 3. will  | 6. will  |

#### E. 2

1. Will they be back soon? / They won't be back soon.
2. Will Tom go to Africa next year? / Tom won't go to Africa next year.
3. Will she visit us next Tuesday? / She won't visit us next Tuesday.

#### E. 3

- |                   |                   |
|-------------------|-------------------|
| 1. Yes. They will | 4. Yes, they will |
| 2. No, he won't   | 5. No, she won't  |
| 3. No, she won't  | 6. Yes, he will   |

#### E.4

- |                                 |                                    |
|---------------------------------|------------------------------------|
| 1. They're going to sleep.      | 4. She is going to go to the hair. |
| 2. He is going to post it.      | 5. She is going to have a party.   |
| 3. She is going to take a taxi. | 6. He is going to study all day    |

#### E. 5

- |                           |                       |
|---------------------------|-----------------------|
| 1. I'll answer it         | 4. I'm going to study |
| 2. I'm going to finish it | 5. We'll write        |
| 3. I'll be a singer       | 6. I'll visit         |

## COMPRESIÓN AUDITIVA ( LISTENING )

A. 2

B.

1. tired
2. sleep
3. places to shop
4. raining
5. white

## UNIDAD 3.

Pasado simple

E. 1

- |           |              |             |            |
|-----------|--------------|-------------|------------|
| 1. ran    | 7. wrote     | 13. enjoyed | 19. broke  |
| 2. made   | 8. brought   | 14. left    | 20. stayed |
| 3. worked | 9. preferred | 15. changed |            |
| 4. saw    | 10. tried    | 16. gave    |            |
| 5. danced | 11. went     | 17. took    |            |
| 6. lived  | 12. knew     | 18. drank   |            |

E. 2

- |           |           |
|-----------|-----------|
| 1. went   | 5. showed |
| 2. found  | 6. picked |
| 3. put up | 7. swam   |
| 4. ate    | 8. had    |

## EXPRESIÓN ESCRITA ( WRITING )

El texto que escribiste. Cuida de tu ortografía y estructura.



UNIDAD 4.

Adjetivos comparativos y superlativos

**E. 1**

one syllable.....er	two syllable.....more
short	amazing
big	violent
fat	temperate
thin	fantastic
weak	uneconomical

**E. 2**

- |           |                   |
|-----------|-------------------|
| 1. faster | 6. more crowded   |
| 2. harder | 7. bigger         |
| 3. colder | 8. more expensive |
| 4. older  | 9. more           |
| 5. less   | 10. better        |

**E. 3**

- |                   |                |                   |                |
|-------------------|----------------|-------------------|----------------|
| 1. smaller        | smallest       | 6. prettier       | prettiest      |
| 2. bigger         | biggest        | 7. safer          | safest         |
| 3. weaker         | weakest        | 8. more wonderful | more wonderful |
| 4. more dangerous | most dangerous | 9. fatter         | fattest        |
| 5. slower         | slowest        | 10. sad           | sad            |

**E. 4**

- |                      |                         |
|----------------------|-------------------------|
| 1. the youngest      | 5. the funniest         |
| 2. the most horrible | 6. the most beautiful   |
| 3. the nicest        | 7. the most interesting |
| 4. the coldest       | 8. the worst            |

**E. 5**

- |      |       |
|------|-------|
| 1. C | 6. B  |
| 2. B | 7. B  |
| 3. C | 8. C  |
| 4. B | 9. C  |
| 5. C | 10. B |

**COMPREHENSION DE LECTURA (READING)**

3. **A.**

- (1) no information
- (2) true
- (3) true
- (4) no information
- (5) true
- (6) false
- (7) false

**B.**

- (8) *(Sample response:)* The party is next week
- (9) *(Sample response:)* She is inviting several family members and some friends from the office
- (10) *(Sample response:)* Ellen's husband, Ron, is cooking for the party
- (11) *(Sample response:)* He's a chef
- (12) *(Sample response:)* She's a pilot
- (13) *(Sample response:)* Yes, she is
- (14) *(Sample response:)* No, she isn't
- (15) *(Sample response:)* The party is at Ellen and Ron's house
- (16) *(Sample response:)* No, she doesn't
- (17) *(Sample response:)* Yes, he does

# CLAVE DE RESPUESTAS

## EXAMEN MODELO

### I. LISTENING

#### Exercise 1.

A. c

B.

1. F

2. T

3. F

4. T

5. T

#### Exercise 2.

1. didn't go out

2. Took a lot of pots on Saturday

3. went to a Chine restaurant

4. yes, with Paul's sister

5. In the afternoon they went to the Caverns Club

6. They travelled to Liverpool by train

### II. READING COMPREHENSIÓN

#### A.

(1) c (2) a (3) c (4) b

#### B.

(5) (*Sample response:*) She had a busy week

(6) (*Sample response:*) She played golf on Wednesday

(7) (*Sample response:*) She played golf with her mother

(8) (*Sample response:*) She went with John

(9) (*Sample response:*) She played tennis

(10) (*Sample response:*) No, she didn't

(11) (*Sample response:*) Beth did aerobics every morning

(12) (*Sample response:*) They went to a party

(13) (Sample response:) Beth spent most of the day in bed

### III. GRAMMAR

#### Exercise 1

- |         |              |
|---------|--------------|
| a. did  | e. what time |
| b. were | f. what      |
| c. did  | g. where     |
| d. was  | h. what      |

#### Exercise 2

- |                |                    |
|----------------|--------------------|
| 1. did         | 5. what about you? |
| 2. got up late | 6. went            |
| 3. watched     | 7. studied         |
| 4. didn't      | 8. forgot          |

#### Exercise 3

1. you have the most beautiful eyes
2. China has the biggest population
3. Pigs are more intelligent than horses
4. Brazil is larger than Mexico

#### Exercise 4

1. will be
2. am going to study
3. will answer it
4. will write

### IV. WRITING

El texto que preparaste.

### V. SPEAKING

El diálogo o presentación que preparaste.

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